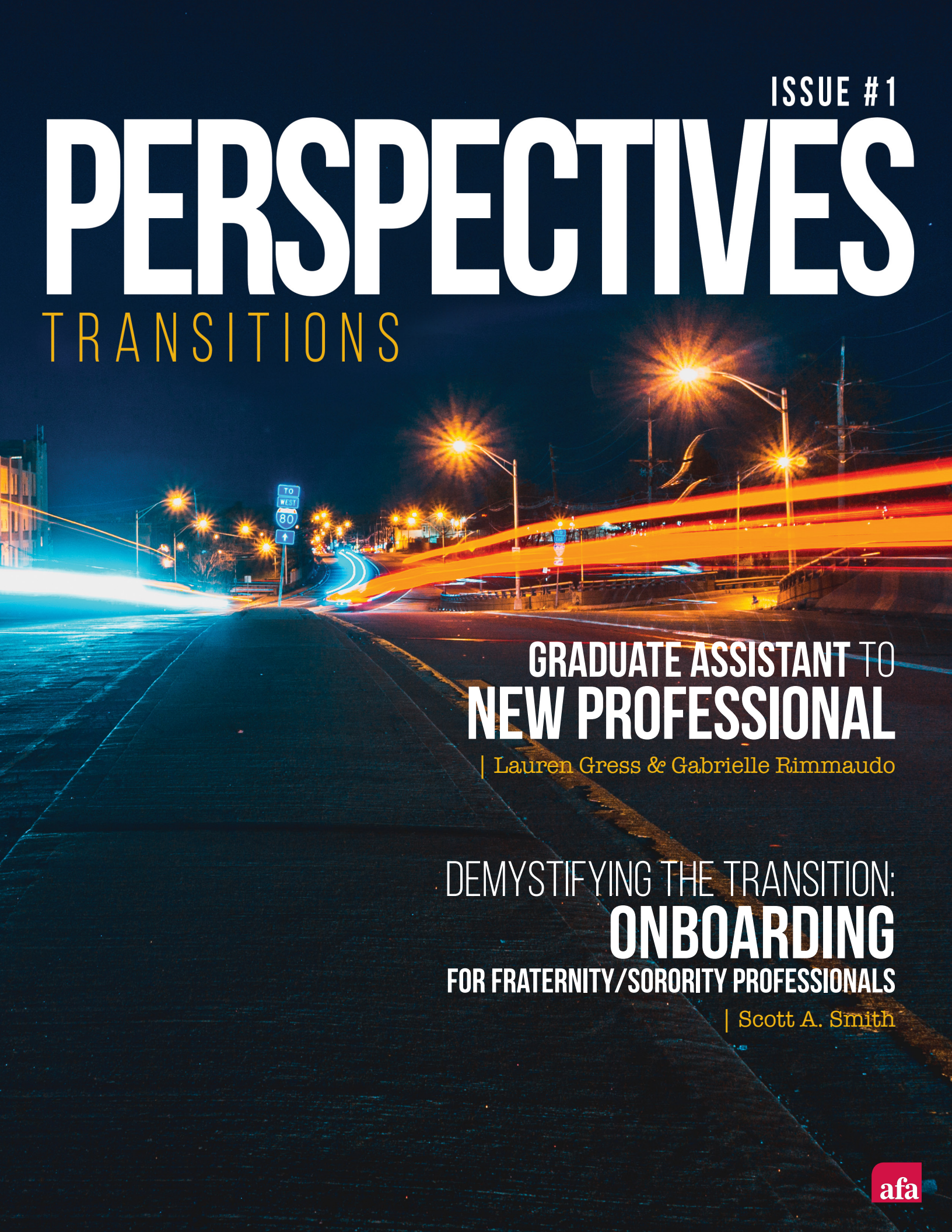
ISSUE #1

PERSPECTIVES

TRANSITIONS



GRADUATE ASSISTANT TO NEW PROFESSIONAL

| Lauren Gress & Gabrielle Rimmaudo

DEMYSTIFYING THE TRANSITION: ONBOARDING FOR FRATERNITY/SORORITY PROFESSIONALS

| Scott A. Smith

afa

LETTER FROM THE PRESIDENT

Transition is synonymous with change, new, and different. Oftentimes change, new, and different can be scary and uncomfortable. We can all recall many experiences with transition in our own lives. I clearly remember when my parents dropped me off at college, and I was slightly afraid of this new experience. Now, many years later I actively choose to work on a college campus. One might say I never left.

Similarly, my first professional position at the University of Miami (FL) was relatively far away from home in a place I had visited only once for the job interview. Then three years later when I left it, I cried. Now, while I have been at Cornell University for over ten years, I am in an interim role in my professional position and the landscape of my university has undergone transition with a soon to be new president, a new department, and new ways of thinking about the sorority and fraternity experience.

Additionally, I am a member of several volunteer boards, including the Association, which have recently changed to a governance model, and with that comes transition. Additionally, we are in the process of searching for a new Executive Director for AFA, which is yet another change.

I have learned that in times of transition one benefits from embracing a few simple truths.

- You cannot hide from change.
- You cannot plan and control everything.
- Growth is good.
- Moving out of our comfort zone is positive.
- As the familiar Greek philosopher Heraclitus states, "Change is the only constant in life."

This issue of Perspectives will explore job transitions, organizational culture, and the experience of those who have moved from on campus administrator to an international organization staff role or vice versa. A few words of advice when experiencing change: Use your resources, take your time, and be confident in yourself. While the surroundings may be new, you may not know the names of all the students and certain stakeholders may be different than those you worked with in the past, have a little faith in yourself and your abilities. After all, they have carried you this far in your career.

AFA offers tools to help you along the transitions in your professional development continuum such as The First 90 Days, Advance U, Graduate Training Track, and publications such as this. We also provide opportunities to network with a field full of other professionals who have likely been in your position and are willing to help you with this new experience.

Whatever transition you may be undergoing in your professional or volunteer roles, I wish you success. As Maya Angelou says, "We delight in the beauty of the butterfly but rarely admit the changes it has gone through to achieve that beauty."

Kara S. Miller, President

LETTER FROM THE EDITORS

There is a moment that occurs for all of us when starting a new job.

Your new supervisor gives a wave and a smile before leaving your new office to rush off to their afternoon meetings. The office tour is complete. You walk past the colorful welcome sign taped to your door. As you sit down you set your stack of folders and policy guides from the morning's human resources orientation on your otherwise empty desk. The computer monitor confirms what you already knew, "0 Unread Messages." The excitement of day one in your new job is giving way to a ball of nerves in the pit of your stomach. As you gaze around at the empty walls that surround you, the question creeps into the back of your mind, "what the heck do I do now?"

We have been there.

Many of us have also been that supervisor as well. As you rush to the meeting you think to yourself "What the heck do I have them do now?" You try to keep up with the day's normal workload while getting your newest team member up to speed. Unfortunately, the world does not pause simply because you have a new staff member to onboard. This can frequently result in a wave, a recommendation to look through old files and program materials, a wish of good luck, and a promise to reconnect at the end of the day. Part of you knows there is nothing worth browsing in those files, and part of you knows you are five minutes late for your budget meeting. Maybe on day two you will be able to keep them busy.

Perhaps the authors in this issue can help answer some of these questions. As we prepare to enter the summer many members of our Association will be experiencing job transition from one side or the other. Our hope is this issue will provide some insights maximizing the opportunities presented through job transitions.

If nothing else, we think reading this edition of Perspectives could be a more productive, and more interesting, way to spend that first afternoon in your new office than sifting through old budgets and council minutes.

So, let us give you a wave and a smile as we hand you some great articles to read today!

Emilee Danielson-Burke & Noah Borton
Co-Editors

SOCIAL MEDIA

WE WANT TO HEAR FROM YOU!

Voice your feedback - Anything that's on your mind - whether good or bad, compliments or criticisms, **we want to hear it!**

facebook.com/AFA1976

#AFAPerspectives

#AFAPerspectives

Email *Perspectives* Editors at:

emileedanielson@gmail.com

borton@deltatau.org

afa ASSOCIATION OF FRATERNITY | SORORITY ADVISORS

Perspectives is the official publication of the Association of Fraternity/Sorority Advisors, Inc. (AFA). Views expressed are those of the individual authors/contributors/advertisers and are not necessarily those of the Association. AFA encourages the submission of articles, essays, ideas, and advertisements.

Submissions should be directed to the Editor, advertising queries to the staff.

Editors:

Emilee Danielson-Burke
Theta Xi Fraternity
emileedanielson@gmail.com | (314) 993-6294

Noah Borton
Delta Upsilon Fraternity
borton@deltatau.org | 317-875-8900 ext. 206

AFA Staff:

Andrea Starks-Corbin
Director of Marketing & Communications
andrea@afa1976.org

Justin England
Graphic Designer
justin@afa1976.org

2017 Editorial Board:

Ashley Rastetter, *Bucknell University*

Brooke Goodman, *Villanova University*

Ellen Barlow, *Kappa Alpha Theta*

Gabrielle Rimmaudo, *Chi Psi Fraternity*

Will Takewell, *Millsaps College*

Brittany Barnes, *Purdue University*

Travis Roberts, *Texas A&M University*

Xajés Martinez, *Colorado State Univesrity*

Nikia Jefferson, *Indiana University*

Andrew Hohn, *University of Illinois*

Meredith Bielaska, *Rensselaer Polytechnic Institute*

Tyler Havens, *Western Illinois University*

Zachary Knight, *Colorado State University*

IN THIS ISSUE:

TRANSITIONS

In Fraternity/Sorority Life

5 **GRADUATE ASSISTANT TO NEW PROFESSIONAL: MANAGING TRANSITION**
Lauren Gress / Gabrielle Rimmaudo

8 **HOW DO WE DO THINGS AROUND HERE?**
Kyle Martin / Noah Borton

11 **INFUSING YOUR POLICIES WITH ASSESSMENT: A BALANCED APPROACH**
Zachary Knight / Daniel Bureau

13 **DEMYSTIFYING THE TRANSITION: ONBOARDING FOR FRATERNITY/SORORITY PROFESSIONALS**
Scott A. Smith

19 **MAKING THE JUMP FROM HEADQUARTERS TO CAMPUS**
James Ehrmann / Allison Foster / Leslie Merritt

21 **MAKING THE JUMP FROM CAMPUS TO HEADQUARTERS**
Ashlee Canty / Cat Sohor

GRADUATE ASSISTANT TO NEW PROFESSIONAL

Lauren Gress / Gabrielle Rimmaudo

The final year of a graduate program brings much anticipated change and excitement. The last semester for a student affairs and higher education graduate student is filled with comprehensive exams, job searching, preparing for "The Placement Exchange," creating transition documents within their assistantships, moving, and saying goodbye to cohort members, colleagues, and friends. With all the ups and downs of graduating, it is important for graduate students, supervisors, and mentors to understand where they are individually in their transition and how best to manage it. Many transitions a graduate student will experience are anticipated and occur predictably. However, graduate students will also experience non-events with transitions that are expected to occur but do not (i.e not receiving a job they thought they would be offered) (Evans, Forney, Guido, Patton, & Renn, 2006). From "Crossing the Bridge from Graduate School to Job One", the transition from graduate school to professional work is described as "...replete with challenge, questioning, and anxiety. Although the transition itself is easily anticipated, the nature of the journey takes each new professional into unchartered territory" (Jones & Segawa, 2004, p. 59). With this knowledge, in addition to the stages of transition as defined by William Bridges (2017), graduate schools can create proper strategies to best manage this phase of their students' lives through the first 90 days of a new job.

William Bridges' Transition Model is focused on transition - not change. He describes change as something which happens to people, even if they do not agree with the change. Transition, however, is an internal process which occurs in people's minds as they go through change. Change can happen immediately, while transition often takes more time. For graduate students, one of these changes is graduating from their degree programs. Coming to terms with the fact that they are no longer graduate students and entering the professional world is something that may take longer for graduate student to process. The model highlights three stages of transition that people move through when they experience change: "Ending, Losing, and Letting Go", "The Neutral Zone", and "New Beginnings", (Bridges, 2017).

“It can be difficult for students to process the idea of leaving these comfortable routines and adjusting to life as a new professional.”

The final year of graduate school is one filled with emotion. As the job search process begins, feelings of uncertainty or sadness about leaving their program may arise. By this time, many students have established a set schedule and routine in their coursework and assistantships, internships, or full-time jobs. It can be difficult for students to process the idea of leaving these comfortable routines and adjusting to life as a new professional. Additionally, students are forced to part from the relationships they have built on campus or within their cohort. As their fellow students begin to accept job opportunities, the reality that their time together is coming to a close can begin to set in.

It is here where William Bridges would describe this stage of transition as “Ending, Losing, Letting Go.” As graduate students enter the first stage of transition, “Letting Go,”they will often experience fear, denial, anger, sadness, uncertainty, or even a sense of loss, (Bridges, 2017). Navigating this stage during the final semester for graduate students can be especially challenging. Graduate program faculty, supervisors, and students can manage the “Letting Go” stage by acknowledging that the end is approaching. Programs that offer courses surrounding the job placement process can assist with this. Additionally, faculty and staff can work together to begin early planning with graduate students to have proactive conversations about the upcoming transitions. Faculty and staff can also play a key role in normalizing the process for graduate students. It may be beneficial for these individuals to process with students and prepare them for some of the feelings they may experience in their new position once they arrive, such as denial that they are new professionals, sadness from leaving their community behind, or even anger about how an institution operates differently than they were instructed during coursework or internships. By letting graduate students know these feelings are normal, faculty and staff allow students to understand it is valid to feel these emotions during times of transition. For students, the art of reflection can play a powerful role in acknowledging the end. By writing down or saying out loud what they are losing, students can come to terms with the end. Graduate students are also encouraged to find opportunities to discuss their feelings or concerns about the “Letting Go” stage with others.. During this time, offering support has shown to be one of the greatest resources for transition (Jones & Segawa, 2004).

As graduate students move from the “Letting Go” stage to the “Neutral Zone” stage, they may experience feelings of uncertainty, impatience, or confusion. They may feel low morale or apathy, anxiety about the future, or resentment or skepticism toward the change. During the second year of graduate school, they may enter this stage or experience these emotions during their job search process. Many students may rush forward in the process and apply for hundreds of positions, while others may be more uncertain or reserved and apply for fewer jobs or wait longer to apply. Faculty and staff can support graduate students by helping students set short-term, manageable goals. Through this process, they can challenge students to reflect on whether their goals are realistic and evaluate if they meet their needs. After they have met their short-term goals, it is essential they reward themselves and celebrate their accomplishments. Celebrating wins will allow students to boost their morale and energize them to set future goals.

For new professionals, these emotions may also occur after the initial “honeymoon phase” of beginning a new position. Short-term goal setting during the first 90 days of a new professional’s job can also provide practitioners with a sense of direction and less uncertainty. For example, a new professional in fraternity and sorority life could be helped by signing up for the Association’s “First 90 Days” program as a tool that would help them navigate the “Neutral Zone” effectively.

Eventually, a new professional will reach the “New Beginnings” stage. It is at this stage where an individual will accept their new identity, their new role, and new setting. For a new professional to get to this stage, it is critical for supervisors to set their new staff member up with the skills needed to work successfully. As their schedule and budget allows, new professionals should engage in conferences, groups in and outside of work,

their individual fraternity and sorority alumni/alumnae chapters or other volunteer opportunities, to capitalize on this newly formed professional identity. For a recent graduate who is still job searching or who has not found the right fit at this point, they may find that they reach "New Beginnings" in a different way, whether it is recognizing their new reality for the time being or acknowledging they are not there yet. Additionally, when going through a transition, an individual may believe they are in the "Neutral Zone", but may still be "Letting Go."

It is critical to remember that transition is fluid and can occur at any time. By recognizing how transition occurs, graduate students can effectively and successfully manage their way from student to professional.

Resources

Bridges, W. (2017). Managing transitions making the most of change. Boston, MA: Da Capo Press.

Jones, S. R., & Segawa, J. (2004.). Crossing the bridge from graduate school to job one. In Job one: Experiences of new professionals in student affairs (pp. 1-237). University Press of America. Scholssberg's Transition Theory. (2010). In Student Development in College (2nd ed., pp. 1-448 San Francisco, CA: Jossey-Bass.

AUTHORS

Lauren Gress
University of Illinois, Urbana-Champaign

Lauren Gress serves as Assistant Director of the Illinois Leadership Center at the University of Illinois at Urbana-Champaign. She received her undergraduate degree from Northern Illinois University and masters degree from the University of Illinois at Urbana-Champaign. Previously, Lauren served as Coordinator of New Student Connections at the University of South Florida. Lauren is passionate about assisting students, staff, and organizations through transition. She is a member of Delta Gamma sorority. In her free time she enjoys baking, collecting records, and spending time with her loved ones.

Gabrielle Rimmaudo
Chi Psi Fraternity, Nashville

Gabrielle Rimmaudo is the Director of Growth and Education for Chi Psi Fraternity in Nashville. Gabrielle is a graduate of George Mason University and the University of South Florida. At USF, Gabrielle gained an interest in transition after her assistantship in the Office of New Student Connections and after facing a series of transitions herself. Gabbie is a member of Zeta Tau Alpha. Outside of work she enjoys running, yoga, and exploring local coffee shops on her travels.

THRIVE

CONNECT. ENGAGE. THRIVE.

Each new member class sets the stage for the next sixty years of fraternity and sorority life, so you need to get it right. It takes a special approach to move away from a hazing culture toward a healthy experience where new members form deep connections, remain engaged throughout their lives, and help the organization succeed.

We built **THRIVE** to do exactly that.

TO LEARN MORE VISIT: RISEPARTNERSHIPS.COM

FACEBOOK: /RISEPARTNERSHIPS TWITTER: @GREEKSRISE INSTAGRAM: @RISEPARTNERSHIPS

RISE

HOW DO WE DO THINGS AROUND HERE?

Kyle Martin / Noah Borton

WHEN entering a new environment, be that wandering into a new restaurant, going to a new gym, stepping foot on a new campus, or sitting down in a new office, everyone looks around and thinks: how do things work around here? That question can be a simplistic way of looking at the concept of organizational culture. Edgar Schein (2017, p. 10-11) offers four necessary elements that must be present for organizational culture to exist.

1. **"Structural stability"** – Culture creates a foundation for identity within the organization that persists as the membership turns over. Structure is built around a cultural DNA.
2. **"Depth"** – The basic assumptions of culture are the deepest part of a group. These are things that are "taken-for-granted" and provide stability
3. **"Breadth"** – Culture develops over time to permeate all areas of a group and its functions.
4. **"Patterning or integration"** – Culture helps people to make sense of their surroundings by communicating through rituals, values and behaviors.

For a new employee, understanding organizational culture can be the difference between successfully assimilating to their new workplace and unwittingly walking into a landmine that results in a cringeworthy affront to "the way we do things around here." Conversely, an organization is able to "perpetuate and reproduce" its own culture through socializing new members who enter the group (Schein, 1990, p. 115).

A new master's grad may arrive in their new positon all fired up on Kouzes and Posner ready to flaunt their newfound strengths in "Challenging the Process." For these eager agents of change, lectures on "how we do things around here" may elicit frustration. However, new professionals would be well served to take some time to observe, become immersed in, and understand organizational culture before eliciting calls for change. Doing so does not necessarily mean giving in to "how we have always done it." Rather, understanding organizational culture can help individuals know where they can push, where they need to let it go, and where there is an issue in which they are willing to put it all on the line to take a stand. Potential new employees can glean the organizational culture by asking the right questions during their job interview and proper research. However, they usually won't have a good understanding of it until they spend time immersed in the culture of the organization.

The following will outline several steps individuals can take to begin to understand the organizational culture the second they sit down for the Human Resources orientation on day one of a new job. Understanding these ideas are just as beneficial to those onboarding new employees.

● Meet With Everyone & Get to Know Their Story

Starting a new job brings the unique opportunity to open a lot of doors with the opening line of "I am new here, and I would love to meet you and learn more about your role." It is important to take advantage of this and take the initiative to get in front of as many people as possible in the first few months.

Intentionally connect with staff in multiple functional areas within the organization. New employees should ask how the various individuals interface with their functional area, and where they see it fitting within the organization. Additionally, they can ask if there are opportunities to partner to achieve mutually desirable outcomes. It is possible some individuals will not see value in supporting the work of the new employee's functional area. Regarding the area of Fraternity and Sorority Life on campus, there are going to be some detractors. It is important to keep this in perspective—these initial networking meetings are not the time to debate or refute. There will be a time to advocate in the future; this is the time to seek understanding of another's perspective and learn their story.

People bring their backgrounds and experiences with them when they arrive on campus or join an organization. Taking note of where people come from, where they grew up and where they were educated can be enlightening. Some institutions may have a propensity for hiring from their alumni ranks. Perhaps a national organization only promotes those who have been leadership consultants, or only hires from certain types of chapters. Where people are trained for their jobs can impact the professional values and philosophies they will bring to their roles. This in turn can speak to institutional values and norms.

● Follow the Money

There is a lot to dig into when looking at organizational finances. However, to understand organizational culture, the first important question regarding money is where does it come from? Financial resources give an organization the ability to exist. Therefore, an organizational culture will act in a manner that protects that flow of life giving resources. This is why many organizations have staff specifically in charge of financial maintenance functions or invest in fundraising/foundation staff to secure funds. This can vary from institution to institution based on where money is coming from. The source of funds for an organization will exert some level of influence and control over an organization, and in response, the organization will structure itself in a way to respond to that influence and tap into the financial resources. For example, a large research school may receive substantial funding from alumni and grants, therefore they invest in faculty and staff to secure these funds. For a membership organization, its reliance on member dues or program fees may heavily influence the culture.

The same concept applies on the departmental level. New employees need to understand how their position and functional area are funded. The source of the funding will speak to where the unit fits within the organizational culture and it will provide insight into the areas or individuals who may exert influence over the unit.

● Learn about the Artifacts, Symbols, Saga & Language

Institutions and organizations will have artifacts, symbols, and language that help communicate and reinforce the organizational culture. "Every Symbol stands for something other than itself, and it also evokes an attitude, a set of impressions, or a pattern of events associated through time, through space, through logic, or through imagination with the symbol." (Edelman, 1967, P. 7). Artifacts can include the physical layout of the institution, the way people dress, how people interact, and so on (Schein, 1990, p. 111).

An easy way to learn symbols, language, and other parts of the organizational culture is by signing up for an official campus/office tour. This will demonstrate how the institution or organization wants to showcase itself. It will speak to organizational priorities and cultural history. The tour will teach the saga of the organization. That is, what are the unique things that set the organization apart from others (Masland, 1985, p. 147). The myths, stories and anecdotes shared on the tour will be part entertainment and part a connection to deep rooted cultural norms and values. Pay attention to what aspects of the saga are highlighted; are they focused on academic aspects? Alumni? Athletics? For a Fraternity/Sorority, do any chapters stand out? This may be a time when heroes are highlighted as well. These are individuals who embody the organizations values (Masland, 1985, p 147). If one were to take a tour of the University of Michigan; they would hear about Bo Schembechler, the former football coach, and how his belief in "those who stay will be champions" sets a standard throughout the campus.

The next step is to take an informal tour. The new employee should take time to wander around and observe the buildings/offices, artifacts, and people. How do things operate on a day-to-day basis? Take note of what seems to be important. Perhaps the business school looks like a palace while the school of education is crumbling. Perhaps student affairs offices are in a dark basement office space while a new football stadium might be under construction. Or, the national headquarters features a gorgeous Ritual room. Informal observations and interactions are effective for identifying deep cultural connections that are shared cognitive aspects (like language) that will be the "ultimate causal determinant" for feelings, espoused values and behavior (Schein, 1990, p 111).

Organizational Purpose

"Organizations are instruments designed to attain specific goals," (Scott, 2003, P. 33). For something as expansive as a university or a Fraternity/Sorority, identifying those specific goals can be complicated. Additionally, different groups may seek to utilize the organization to accomplish different goals. Looking at how things were is an excellent tactic for figuring how things are today. A review of the history of a University or a Fraternity/Sorority can provide rich information for understanding the organizational culture. In doing so, take specific note of who established the organization, for what purpose, and how they accomplished this fact. Looking at why the organization or institution was originally created will inform its current core function. What does it exist to do? Another way to think about this is, what are the inputs (who are the students served by the organization), and what are the outputs (what are the students prepared to do upon leaving the organization)? Fulfilling this purpose will allow an organization to maintain legitimacy (Thompson, 2003, p. 19).

A new professional should recognize that not all organizations were created to, or are expected by their environment to, accomplish the same objectives. An elite liberal arts school in New England and an engineering school in the Rust Belt are not recruiting students from the same areas, and their students are not doing the same things after graduation. Similarly, a Midwestern fraternity that has a majority of their chapters at regional state schools will operate differently than a Southern-based fraternity with a majority of its membership at flagship institutions. This is not intended to be a value judgement on the organizations. One purpose is not better than another, they are simply different. One cannot expect their personal experience at a previous institution or organization to necessarily reflect what they will experience at their new home.

Conclusion

Understanding organizational culture is hard and takes time as organizations are complex and expansive. Individuals are well served to reflect upon how they adapt to new language, concepts of time, coordination of meetings, etc. (Thompson, 2003, P. 103). While investigating and learning about the organization, new employees may notice inconsistencies in what is espoused and what is learned through informal observations. Along with this, they might feel a misalignment with the culture. Due to the complexity or our organizations, we should seek out individual meetings to help discern what makes people unique. However, at the end of the day, it is important to understand the homogenized culture of the organization; while individuals contribute their own skill, knowledge and aspirations to the group, they are still subservient to the organizational culture (Thompson, 2003, P. 103).

It is important for a new employee to recognize they are unlikely to reshape the dominant culture. They must be realistic about their ability to exert influence. In situations of misalignment, one must decide if they can create a space to operate within the existing culture, or if it may be necessary to move on.

The steps outlined within this article will not provide an immediate and complete picture of a University or Fraternity/Sorority. However, they will provide a good start for a new employee to better understand how things work around their new home and where they fit. Rather than unknowingly blending into a new culture, with some self-reflection and intentionality, a new employee can create a greater sense of self and organizational awareness as they become socialized into their new environment. This awareness will prove valuable as one continues to navigate that environment throughout their career.

AUTHORS

Kyle Martin
Eastern Michigan University

Kyle Martin currently serves as Doctoral Fellow for the Department of Leadership and Counseling at Eastern Michigan University. At EMU, he teaches classes for the Leadership Minor and is pursuing his PhD in Educational Leadership. He also currently serves as the Interim IFC Advisor at the University of Michigan. Kyle is a member of Alpha Kappa Lambda Fraternity from Eastern Michigan University.

Noah Borton
Delta Upsilon Fraternity

Noah Borton is the Senior Director of Educational Programs for Delta Upsilon Fraternity. He has worked in Fraternity and Sorority Life for over 16 years as both a campus based professional and headquarters staff member. He has volunteered for AFA in multiple capacities and currently serves as the Co-Editor for Perspectives. Noah is a member of Sigma Nu Fraternity from Southern Utah University.

References

Edelman, M. (1967). The symbolic uses of politics. Urbana and Chicago: University of Illinois Press.

Kouzes, J. M. (1995). The leadership challenge. San Francisco: Jossey-Bass.

Masland, A. T. (1985). Organization culture in the study of higher education. The Review of Higher Education, 8(2), 157.

Schein, E. H. (1990). Organizational culture. American Psychologist, 45(2), 109-119. doi:*http://dx.doi.org/10.1037/0003-066X.45.2.109*

Schein, E. H. (2017). Organizational culture and leadership. Hoboken, NJ: Wiley & Sons.

Scott, R. S., (2003). Organizations: rational, natural, and open systems. Upper Saddle River, NJ: Prentice Hall.

Thompson, J. D. (2003). Organizations in action: Social science bases of administrative theory.

INFUSING YOUR POLICIES WITH ASSESSMENT:

A BALANCED APPROACH

Zachary Knight / Dan Bureau

WHEN ranking common phrases and terms used in Student Affairs, few would be surprised to find things like "intentionality" or "work/life balance" at the very top. However, many of the practices adopted in student affairs counter these ideas. More often than not, student affairs professionals say things like "Well, I wear a lot of hats in my current position." This statement is usually accompanied with a small sigh and nods from everyone in the room; an all too familiar understanding of more work to be done than there is staff to do it. Professionals want to be purposeful but the many directions in which they are pulled often prevents purposeful action. However, wearing all those hats, can help individuals secure skills from separate job functions that can actually be transferrable to new work areas. One such skill is that of infusing assessment into one's work.

In Student Affairs, there is often talk of "silos" or the metaphorical divisions between functional areas. The field of Fraternity and Sorority Life often extols the values of breaking down the barriers between functional areas, praises the virtues of discovering transferrable skills, and idolizes those departments that seem to do this with ease. Sometimes silos exist between departments but sometimes those silos are really between the various functional areas under one's purview. What happens when silos are a result of the mental models professionals apply to their work? There are many barriers preventing assessment from being infused into existing student affairs practice and spanning divides between functional areas.

For example, are these seemingly individual job functions being hindered by assessment-unfriendly departmental policies? Do the assessment policies reflect the goals within the given functional areas, and do they enable you to be curious about how your communities interact as a way of better understanding the individual members within the community? Effective assessment policies should not be radical and unrealistic; they should be intentionally designed to help practitioners meet the goals within their functional areas.

In fraternity/sorority life there are many tasks to contend with on a given day. Sometimes the minutia of the day can get in the way of the aspects of the work that must be prioritized. On one hand, a supervisor is asking the Fraternity and Sorority Life staff to create an experience that fosters positive student development, provide a safe space for students to feel challenged and supported, and make sure students are acting in a manner that shines a positive light on the institution. On the other hand, there may be demands from stakeholders, notably students, which may force staff into a responsive mode, and away from intentional practices.

Addressing these challenges is particularly vital when handling emerging priorities in student affairs. When the field of fraternity/sorority advising was created, work centered around serving the students, organizations, and possibly the alumni and (inter)national organizations. However, today's student affairs work demands more, including assessment. Each fraternity/sorority life professional should consider what they do to infuse assessment into their regular work, rather than leaving it as an afterthought. When the request comes down that a department should begin embracing assessment as a way to improve programs, it can feel like just another hat to be worn. The reality is that assessment is a part of all of the duties in a fraternity/sorority life role; it just needs to be identified as such.

While assessment can feel intimidating, there are many things fraternity/sorority life practitioners already do that position them to use it as part of a policy framework for good practice, rather than just an add-on. The following ideas can be considered when an individual or department are developing office policies to better articulate how they incorporate assessment into practice:

1. **Students are already inundated with paperwork.** From completing end-of-year reports for national organizations to institutional award packets, they are accustomed to describing their organization on paper. Fraternity/sorority life staff can use this to their advantage by creating assessment protocols that utilize this information to tell a story. Using data collected in one forum for multiple venues of storytelling reduces additional work for students while providing valuable information toward assessment efforts.
2. **Presentation influences everything.** Make sure students understand that the data they provide will allow staff to better tell their story collaboratively. When students demonstrate evidence of performance, staff can help them market their chapters and address problems. Fraternity and sorority members know the eyes of the institution are on their chapters. Students will be more supportive of assessment efforts if they connect the data to concrete goals for their chapters and the community.
3. **Most fraternity/sorority life staff are likely already conducting assessment each day.** Fraternity/sorority life professionals frequently sit with one or more students and ask questions about their experience. Those questions likely come from an existing knowledge base about the issues and opportunities that exist in managing these types of organizations. What if these questions from simple conversations became the focus of one's assessment efforts? Asking one or more common questions across a range of students and documenting the answers can help a fraternity/sorority life professional pull out themes and areas of focus for their work.
4. **Learning does not happen in a single functional area.** Share that the student experience is holistic by making cross-responsibility connections. If a fraternity/sorority life professional happens to work in other areas as well, they can draw connections between different functional areas to better illustrate how assessment is more than just "another task to complete." The goals of one area can be connected to another. This transfer of goals can help show students their experiences do not take place in a vacuum, but rather a series of parts that work together to create a more holistic educational experience.

"Effective assessment policies should not be radical and unrealistic; they should be intentionally designed to help practitioners meet the goals within their functional areas."

In summary, moving toward assessment focused practice is not always a call for dramatic change. Profound change can occur by leveraging policies and practice already in place, while also adopting models that encourage students to express themselves and their stories in new ways. Fraternity/sorority professionals should begin thinking of what they already do as collecting assessment evidence, and utilizing the resources of multiple functional areas (when applicable). This will allow them to better position themselves and their practice toward assessment, without necessarily adding another metaphorical hat to their wardrobe.

AUTHORS

Zachary Knight, M.Ed.
Colorado State University

Zachary Knight serves as the Accountability Specialist at Colorado State University, where he helps improve the Fraternity and Sorority community by guiding improvements to internal standards and accountability processes. In addition, Zachary serves the greater CSU community by overseeing all organizational student conduct violations, with a strong focus on utilizing restorative justice techniques during the conduct process. Zachary is a member of Kappa Sigma.

Dan Bureau, Ph.D.
The University of Memphis

Dan Bureau is the Executive Assistant to the Vice President for Student Affairs. He has worked in higher education for 20 years serving in a number of roles including as a campus based fraternity/sorority life professional and volunteer. He was the 2004 AFA President and currently is the Association's liaison to the Council for the Advancement of Standards in Higher Education (CAS).

DEMYSTIFYING THE

TRANSITION: ONBOARDING

FOR FRATERNITY / SORORITY PROFESSIONALS

SCOTT A. SMITH

THOSE reading this have likely experienced at least one transition in their career and have counseled students through several. Some transitions go well, effectively addressing task, social, and cultural information in preparation for a new position. However, more often than not the process is rushed, the information is incomplete, and individuals are left to pick up the pieces on their own.

Transitions are a fact of life. So, why do so few get them right? Whether for a new professional, volunteer, or collegiate officer of a fraternity/sorority chapter, countless resources, manuals, weekend retreats, and face-to-face sessions have been dedicated to orienting novices to new positions. However, many transition and orientation experiences are lacking in one way or another.

Onboarding, or more specifically, organizational socialization, is the "process whereby new employees move from being organizational outsiders to becoming functioning organizational insiders" (Bauer, 2006, p. 583). According to Bauer (2006, p. 583), this process helps newcomers answer a few key questions:

- **How do I do this job well** (task information)**?**
- **Do I fit in with my coworkers and feel accepted** (social information)**?**
- **Do I understand the norms and expectations of the organization** (cultural information)**?**

Organizations that engage in formal onboarding by implementing step-by-step programs for new employees to teach them this information are more effective than those who do not (Bauer, 2010). The onboarding process goes beyond on-campus interviews and a new employee orientation. It encompasses everything from identifying potential candidates to supporting successful hires through their first 12 months on the job. With this in mind, organizations should give their best effort toward isolating new employees from front-line work until they complete a comprehensive orientation program that covers roles, norms and behavior. Then, new employees can be introduced to the regular day-to-day work of their role.

EFFECTIVE SOCIALIZATION EMPLOYS FOUR TACTICS:
(Bauer, 2010)

1: Recruitment

This involves finding the right employee-organization fit. Forming realistic expectations up-front is important. Who would rather have 100 applicants that fit a boilerplate job description rather than 10 who are a good fit for the institution, management team, students and culture they will work with? Employers should utilize available networks such as the Placement Exchange, and consider identifying a few comparable institutions and graduate programs that can serve as fertile recruiting territory.

2: Realistic Job Previews

Employers should provide as much accurate information as possible before the work starts. From the pre-hire process, to arrival for the first day of work, they should do everything possible to ensure applicants and new employees approach a position with open eyes. This can be considered an opportunity to thin the pool to those who are best fit for the open position. Job descriptions listing qualifications and responsibilities are not enough to accurately reflect the scope of potential responsibilities. Consider sharing competencies; provide a day-in-the-life and year-in-review outlook; look internally through internships, assistantships and "ride-alongs." Employers should be brutally honest during interviews. Selling the position and convincing a candidate to accept a rosy, but potentially unrealistic, picture of the job only means they will struggle with the actual job.

3: Orientation Programs

These programs may last a few hours to several months. This is an opportunity to build on the training programs the Human Resources department provides to all new employees. Orientation should match learning methodology to the content. Employees need the opportunity to practice critical skills and conversations in a controlled, or assisted environment, prior to sending them to do it on their own.

4: Organizational Insiders

These individuals are the veterans and mentors in the office or division who are connected - formally or informally - with newcomers to help transition them to the workplace and assist with navigating norms and expectations (Bauer & Erdogan, 2010). Organizational Insiders can be most effective when they are assigned outside of the traditional chain of command, as some supervisors may not be the best mentors. Effective Organizational Insiders will establish a series of coaching meetings to review goals, process departmental/division meetings, roleplay key conversations, and seek out professional development opportunities for the new employee.

The four steps of socialization outlined above must be implemented through the various components of an organization's onboarding program. Comprehensive and effective onboarding addresses the four C's of compliance, clarification, culture, and connection. The reality is that all organizations address compliance. This can include basic legal requirements, policy-related rules and regulations, and technical how-to's. About 50 percent of organizations add a level of clarification with formal practices to aid in job understanding.

Only 20 percent of organizations proactively address culture, the formal and informal organizational norms of organizational culture, and connection, the vital interpersonal relationships and information networks (Bauer, 2010).

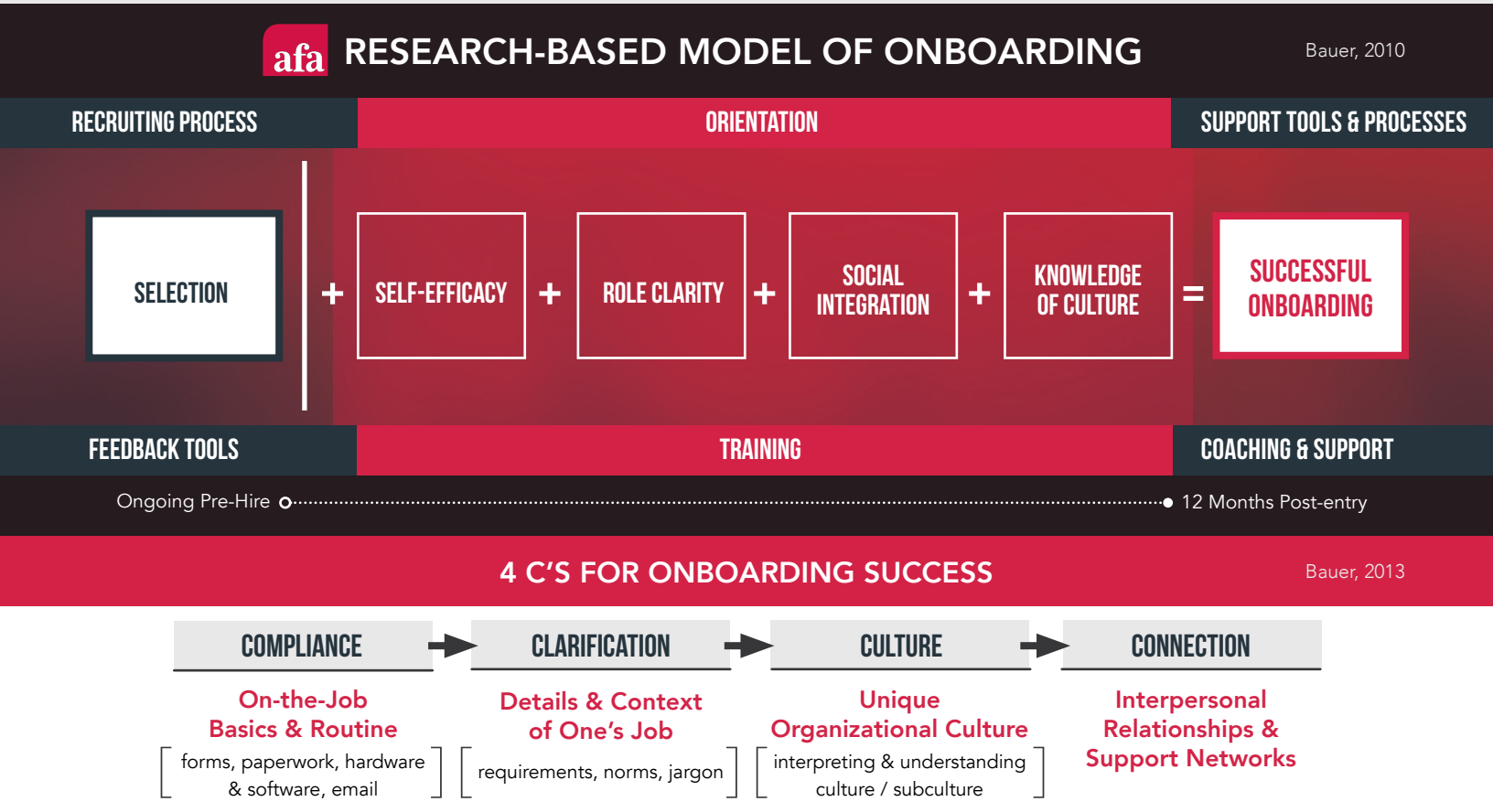
It is clear there is a gap between the ideal model for staff onboarding and the processes currently in place for most organizations. To improve onboarding within an organization it must become ingrained within the daily practices of all employees. Regardless of one's role in the organization, they can help improve the onboarding process and more effectively address these four C's by identifying what the institution is missing and to work within their sphere of influence to address it. The best way accomplish this is to document everything. Ask the following questions:

- What does a standard day look like for each week of the year?
- What timelines are used for traditional and seasonal projects?
- What human resources did you tap for various items during your time in the position?

Next, individuals should develop step-by-step guides for any technical processes such as mail merges, award applications, facilitator selection, and vendor orders. Everyone should spend a few minutes each day, week and month cataloguing how they do what they do. This is most effective when done in real time. The materials created through this process will help individuals ensure greater continuity in the work of their position and it will help supervisors to develop more comprehensive onboarding processes.

All organizations must be prepared for new employee onboarding, because all organizations will experience employee turnover. Transition is commonplace within the modern workforce. Every year more than 25 percent of the workforce experiences career transitions. Additionally, individuals in management positions begin new jobs every two to four years (Bauer, 2013). Eventually, every professional could be responsible for training and supervising others, whether it be a staff of full-time professionals, work-study students, or interns. At the very least, a time will come to move upward and onward, leaving a position to be filled by the next person. Effectively preparing for that transition can ensure continuity, sustainability and further success while avoiding lost time to relearn from previous mistakes, and already perfected practices.

Effective onboarding eliminates lost productivity, ensures the transfer of institutional knowledge. In addition, it will support career advancement for individuals within the field of Fraternity and Sorority Life. The following are tips for improving organizational onboarding based on relevant literature and the author's personal experience in implementing onboarding programs.



- **Assume nothing.**

A recent study of ACPA members found a majority of respondents dealt with student wellness issues on a weekly basis. Their graduate and professional training left them significantly ill-prepared for responding to these issues (Anderson, Rose, & Williams, 2015). A similar study of ACPA professionals who supervise professional staff found significant gaps between problem and concern issues, and professional preparation in nearly every sphere of student wellness. Fraternity/Sorority professionals showed the lowest preparation levels compared to their student affairs division counterparts (Anderson & Kretovics, 2014). Those same researchers found that of 180 Master's-level preparation programs in higher education/student affairs nationwide, only one had a required course on wellness issues. Additionally, only 43 programs offered an elective in counseling college students, helping skills for practitioners, intervention skills, or general counseling skills (Anderson & Kretovics, 2014). Based on this, it can be seen that some higher education degrees and previous experiences in related positions at other institutions do not necessarily mean a new employee brings the basic competencies required for the position. The wellness issues are just one example where a new employee's education and training may fall short in providing the necessary competencies for a job. In these instances, the competencies must be addressed through repetition and focused attention during new employee orientation programs.

- **Hire for what cannot be taught.**

Relevant experience is important, but know what skills and information will naturally be learned, or can be integrated, as part of an orientation and training program. Attitude and personality are unlikely to change.

- **Be intentional.**

Those who are hiring new employees straight out of college should recognize the structure they have become accustomed to, 50-65 minute bursts of attention to a topic, advance readings, assignments, and the structure of a weekly class schedule. This realization led the author to develop a college-style syllabus for the first three months on the job for new staff. This included a reading list, training objectives, weekly assignments to demonstrate learning, daily and hourly schedules, and activities that allowed them to learn the job by doing it in a structured way.

- **Honor the tip of the spear.**

Front-line and entry-level employees make all the difference. It could be the most prestigious institution with the prettiest campus, longest tenured division employees, and best programs, but if the staff with the most touchpoints to students are not effectively trained and competent none of that will matter.

- **Repetition is good, but quick reference materials are better.**

In a training environment it can be easy to feel like every tidbit of information is made of gold. The problem is, when everything is important, nothing is important. In the author's experience humans retain very little of the information they receive through a single source or impression. Job aids can be a valuable resource to be referenced before, during, and after practicing a new skill or process. Comprehensive training manuals are great to start with, but distill them down to key messages after an orientation program to create a "greatest hits" edition of the most critical and common topics that can serve as an ongoing reference.

AUTHOR

Scott A. Smith
Sigma Nu Fraternity, Inc.

Scott A. Smith, M.Ed, serves as the Director of Leadership Development for Sigma Nu Fraternity, Inc. He is responsible for the educational, development, and training programs for the Fraternity's collegiate members. In his twelve years with Sigma Nu he has onboarded and supervised more than 50 new employees.

References

Anderson, D. S., Rose, T., & Williams, A. (2015). How multi-dimensional are we on wellness? A closer look. Proceedings from ACPA 2015 Annual Convention. Tampa, FL. Retrieved from *http://convention.myacpa.org/tampa2015/wp-content/uploads/2015/05/Anderson_HowMulti-DimensionalAreWeOnWellness_ACPA20151.pdf*

Anderson, D. S., Kretovics, M. (2014). Preparing our staff for healthier students: Lessons and leadership. Proceedings from ACPA 2014 Annual Convention. Indianapolis, IN. Retrieved from *http://www.myacpa.org/sites/default/files/AndersonKretovics_PreparingOurStaffWellness_2014.pdf*

Bauer, T.N. (2013). Onboarding: Success Factors/SAP white paper series. Retrieved from *https://sites.google.com/a/pdx.edu/talya-bauer/onboarding-information-resources*

Bauer, T. N. (2010). Onboarding new employees: Maximizing success. SHRM Foundation's Effective Practice Guidelines Series. Retrieved from *http://www.shrm.org/about/foundation/products/Documents/Onboarding%20EPG-%20FINAL.pdf*

Bauer, T.N. (2006). Organizational socialization tactics. In S. Rogelberg and C. Reeve (Eds.), The Encyclopedia of Industrial/Organizational Psychology. New York: Sage Press. Retrieved from *https://docs.google.com/a/email.uark.edu/file/d/0B-bOAWJkyKwUNzNlMTA4NTYtYzg5YS00YmY3LWIyMjQtOGUwNWY2NWI3ZTAz/edit?hl=en_US*

Bauer, T.N., & Erdogan, B. (2010). Organizational socialization: The effective onboarding of new employees. In S. Zedeck, H. Aguinis, W. Cascio, M. Gelfand, K. Leung, S. Parker, & J. Zhou (Eds.). APA Handbook of I/O Psychology, Volume III, pp. 51-64. Washington, DC: APA Press. Retrieved from *https://docs.google.com/a/email.uark.edu/file/d/0B-bOAWJkyKwUMWJkNTVhZjAtZDc5MC00M2IxLWJmYjctWExNWYzZmVkMmVi/edit?hl=en_US*

ADVANCEU

Thinking Differently. Working Differently.

Sponsored by Zeta Tau Alpha

A virtual based classroom with educational programs specifically designed to enhance the alignment of the fraternity/sorority experience with the changing dynamics of higher education.

visit afa1972.org/AdvanceU

for more information

afa

CALL FOR PERSPECTIVES AUTHORS

We want you to write for AFA Perspectives!

Our next two issues focus on hot topics in the industry and how to advocate for the fraternity/sorority experience.

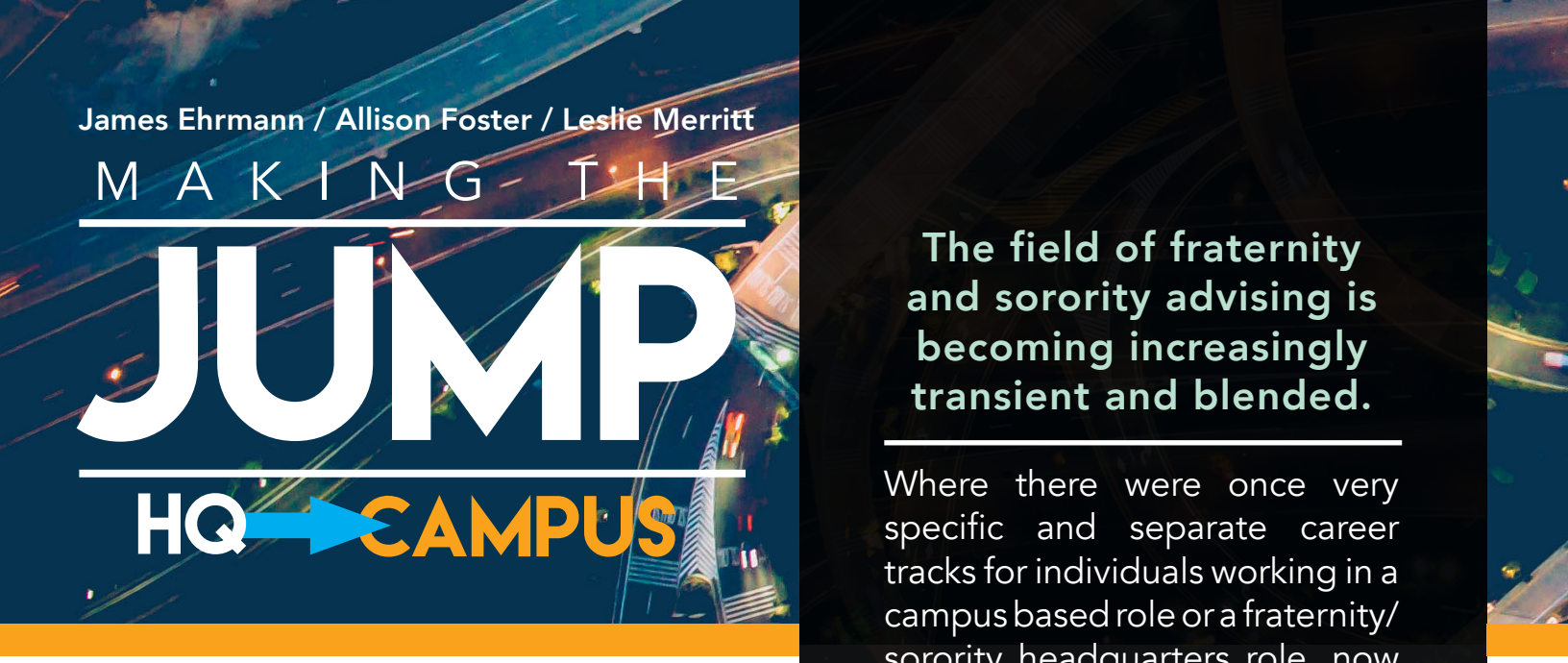
CONTACT THE EDITORS
TO SUBIT YOUR ARTICLE IDEA

emileedanielson@gmail.com
borton@deltatau.org

James Ehrmann / Allison Foster / Leslie Merritt

MAKING THE JUMP

HQ → CAMPUS



The field of fraternity and sorority advising is becoming increasingly transient and blended.

Where there were once very specific and separate career tracks for individuals working in a campus based role or a fraternity/sorority headquarters role, now those two tracks comingle. To help us understand the transition between these two professional worlds *Perspectives* convened a panel of individuals who have "made the jump." They provide insights into their experience and advice for those thinking of making a change.

What is an adjustment you had to make in transitioning from a headquarters role to a campus role?

Leslie Merritt: As cliché as it might sound, moving from a headquarters role to a campus role felt like ending a long distance relationship. At Headquarters, I built relationships with chapter leaders via phone calls and emails. If I was lucky, I was able to meet them on a chapter visit or during a conference but only for a short period of time. It was difficult for me to know if I was actually impacting the student or the chapter with these long distance relationships. Adjusting to serving as a campus professional meant I no longer solely maintained relationships via calls and emails. Instead I needed to hone in on my personal relationship skills, and practice being more present.

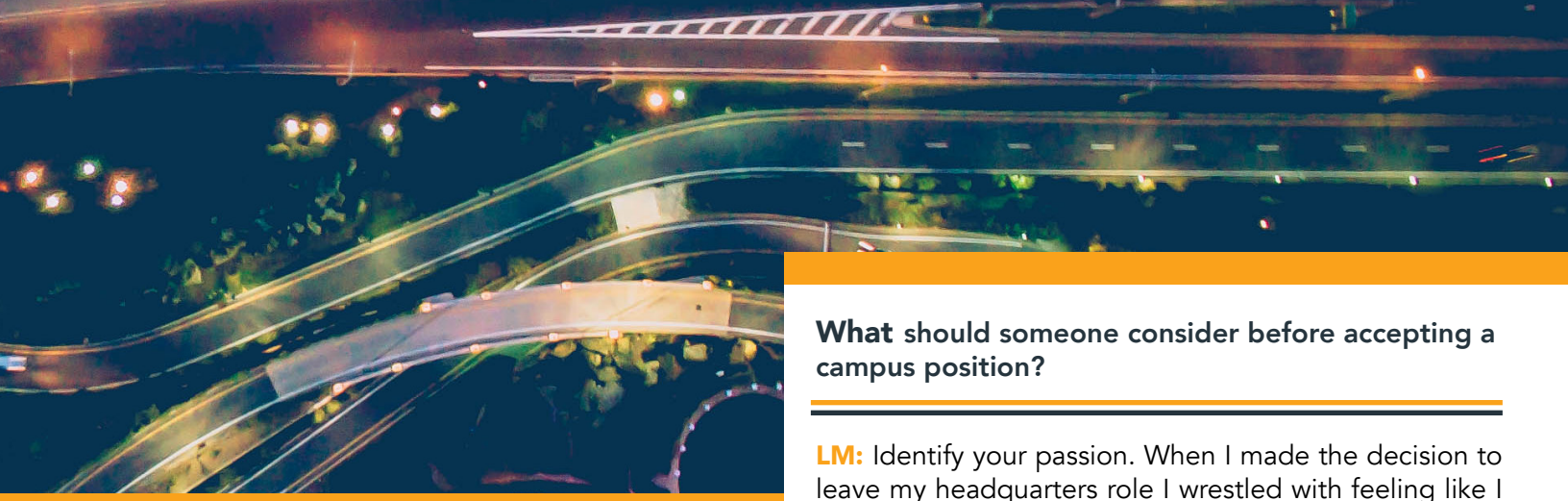
Allison Foster: When coming back to a campus, I had to remember I was re-entering a world that at times does not move as fast as a headquarters. What do I mean by that? If a change is taking place for the organization in comparison to a campus, although it is typically a nation-wide approach that can have a lot of push back, that major change is at times easier than the push back and challenges you can receive on a campus.

James Ehrmann: It's a humbling transition. I spent four years as an undergraduate member of my fraternity before my three years of professional employ at headquarters. I lived the experience. I knew all our programs and initiatives. I felt as if I could wrap my head around the extent of my work. I was an expert. Now I work for an institution that serves thousands of students, a majority of whom have no affiliation with or interest in fraternity and sorority life. The percentage of students that my employer serves who are affiliated with a Greek-letter organization went from close to 100% to 10%. That matters.

What can someone who is currently working at a headquarters and interested in working for a campus someday do to prepare themselves for this?

AF: There is truly a lack of understanding by campus professionals for what we do at the headquarters. There are so many varied and critical skill sets, which are developed at the headquarters level, which are quite often not opportunities that can be experienced in every role within a campus. You must sell these experiences, note how they are transferable, and build relationships.

LM: I would suggest taking advantage of meetings with campus professionals during university visits, and being intentional about the sessions you attend during the Annual Meeting. When meeting with campus professionals, do not only ask them about your chapter's successes or shortfalls but also gear questions to help you learn more about nationwide campus trends and issues facing the fraternity and sorority life field.



What was a challenge you experienced in your transition and how could someone in the future work to avoid this challenge?

AF: Nobody gave me the memo about the critical nature of building relationships with the key volunteers in the organization. I had to learn this the hard way. I knew the relationships were important, but I didn't know that they could make or break how effective I was as a leader if I did not have the trust of these volunteers. I now know – and it is my personal mantra- that relationships matter. You have to know the players, you have to show up, and follow through, in order for people to trust you. I spent a lot of time working backwards building relationships that I should have started with as my first step. When I came back to a campus, I tried to spend time doing the same thing with student leaders, faculty, and staff. When I have new staff join my team, I ask them to do the same.

JE: Make proactive partnership with headquarters offices a priority. During one of the first conversations I had with a Director-level headquarters staff member related to a chapter conduct issue on my campus, I mentioned that I had previously worked at my fraternity's headquarters office. There was an audible sigh of relief – "so you get it" was the accompanying reply. Leverage your experience and comfort level with the dynamics of a headquarters to your institution's advantage. It's your greatest currency, and one you should spend wisely.

LM: Admittedly, I find work-life balance a challenge. This only became truer when I began to work at MTSU. So, I stopped striving for it, and now strive for what I call a work-life blend. I truly believe if you love what you do there is less need to have a rigid black and white view on when and where work begins and ends. I would encourage all professionals within the field to map out what they need to feel their best at work, and in their personal lives. I have set clearer boundaries with my time in my second year and students understand which nights I work late, and how much advance notice I need for an event outside of normal working hours.

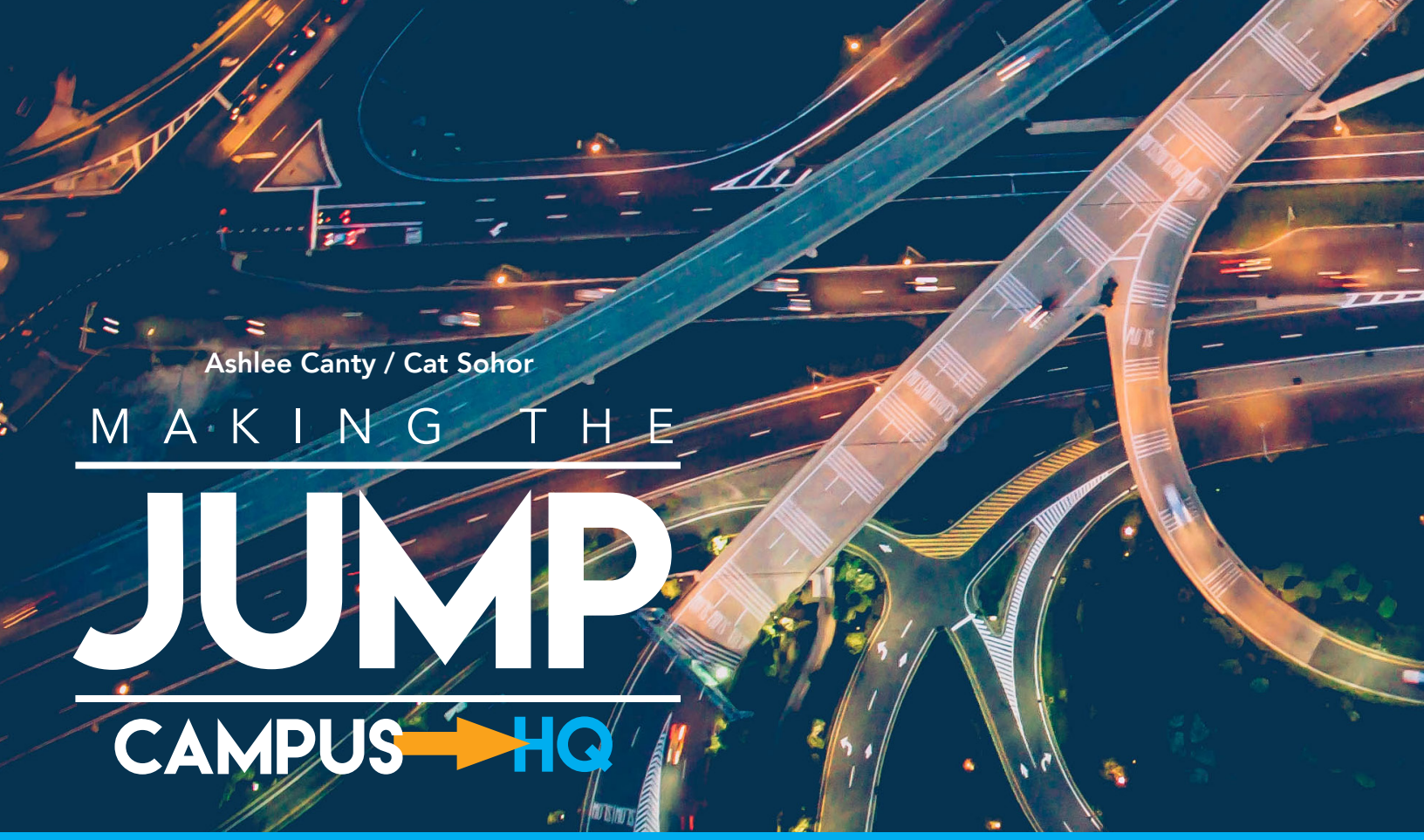
What should someone consider before accepting a campus position?

LM: Identify your passion. When I made the decision to leave my headquarters role I wrestled with feeling like I was turning my back on an organization that had been my foundation in the fraternity and sorority field. However, when making the choice to leave, I knew my ultimate goal was to work at a university, and to impact a more diverse population of students by forming authentic and deep relationships. For me, I know without question that working on a campus fulfills my passion. However, I will always look at the six years I spent in my HQ role with appreciation for the skills it taught me, the friendships I made and for ultimately leading me to my dream job.

AF: Do not be distracted by shiny objects. They may come in the form of a big name school, a strong alumni base, a great boss, or a fun place to live. Figure out what you are looking for in your life – and determine if this organization is a fit for you. I think about life as a pie cut into slices of happiness in the following areas: involvement in the community, the city/state I live in, family and friends, work, hobbies and health. If the choice for accepting a campus position (or any job) disrupts these other areas enough that it would make you unsatisfied in life, then think again, and look for a different position or campus.

JE: A common way to conceptualize the transition is to think of moving from a role in which you focused on the myriad chapters of one organization to a role in which you focus on myriad chapters from multiple organizations. This was my first thought, and it was a bit panic-inducing as my mind raced to all the things I didn't know. It's more helpful to focus on the scope of your work as one in which you deal with myriad chapters on one campus. You're doing the same work, really.

Your professional portfolio now includes multiple chapters, councils and various collaborative partners on campus, but the overall goal remains constant. With that in mind, own your knowledge gaps. That's difficult because your institutional colleagues expect you to be the expert of all matters 'Greek'. So, ask the tough questions about snap bids and dis chants, learn more about NIC 2.0, and dive into the NPC Manual of Information. Your relentless pursuit of answers makes you the best resource for your campus; and for all of us, really, because we're all on the same team.



Ashlee Canty / Cat Sohor

MAKING THE JUMP

CAMPUS → HQ

What is an adjustment you had to make in transitioning from a campus role to a HQ role?

Cat Sohor: An adjustment I had to make in transitioning to a headquarters was my schedule. I have far fewer 80-hour weeks and my schedule is no longer in semesters. There is no real "down time" when the students leave for break. There is work to be done 365 days a year based on my role. During the winter holidays and summer my schedule is much busier because of our leadership programs.

Ashlee Canty: In a headquarters role you're not working with students daily, so it was a difference in having fewer meetings, but also being intentional about student interactions through national events and chapter visits. I get the opportunity to travel and visit chapters in my role with SAE. So, I had to be intentional in the scheduling of the visits, and make sure I balanced work and life while also fulfilling the other responsibilities of my position.

What can someone who is currently working on campus and interested in working for a HQ someday do to prepare themselves for this?

AC: Volunteer for your organization or others, through leadership program facilitation and committees. Also, volunteer for NIC programs, LeaderShape and other campus leadership programs. These are great opportunities to build relationships with headquarters professionals. These volunteer opportunities can help you learn how organizations operate as well as what potential jobs may arise. Additionally, this provides some perspective regarding organizational operations. When I became interested in working at SAE, I reached out to other women who worked for men's organizations to ask about their transition, learn about their challenges, and talk through the main differences.

CS: While each role at a headquarters is different, I would examine what the position entails and how it will help you on your career path. Prepare yourself by learning as much as you can about the organization. This includes its staff and volunteer structure, the organization's strategic initiatives or plan, and the expectations for your role. I think there is a significant amount of valuable experience that you can gain from working at a headquarters that will translate into other positions within higher education or in other career fields.

What was a challenge you experienced in your transition and how could someone in the future work to avoid this challenge?

CS: When working on a campus, you become a jack-of-all-trades. You do prevention work, conduct, recruitment, leadership development, alumni relations, everything. At a headquarters, you are most likely going to wear one or two hats. You might find yourself wanting to do everything, or have input on every discussion. This will cause burn out, and you will become frustrated. You need to focus on your work area. Identify the times when you need to step in versus when you can let another colleague do their role.

AC: In my position several people work remotely, or travel significantly. Learning to work with people you might only see a few times a year is very different than working with someone you see every day or can simply walk to their office. For me it wasn't a challenge, but rather an adjustment. It is important to use the "face" time you have with other staff effectively, and to ensure you communicate with other staff members when there are issues.

What should someone consider before accepting a HQ position?

CS: Before accepting a HQ position, I recommend asking a lot of questions and mapping out for yourself not only what you will gain from the position, but also what are the possible tradeoffs. Headquarters are non-profits, so the benefits and pay are different than what you might find on a campus. That doesn't mean they cannot be competitive, but you might give up some perks that come along with being employed by an institution such as a pension or tuition reimbursement.

AC: You'll want to consider the amount of student engagement you want. In some headquarters positions you're with students daily, sometimes for short periods of time, in others the interaction is less common. If you want to have consistent student engagement, such as advising, then be intentional in the position you are seeking. I knew my position would not have as much student engagement as I experienced on campus. That worked for me, as I was looking for a position that had more program development and administrative responsibilities rather than student advising. While I enjoy the time I spend with students during visits, I also know that at this point in my career, I do not require direct advising to feel fulfilled in my work.

AUTHORS

James Ehrmann
University of Minnesota, Twin Cities

James Ehrmann currently serves as the Program Director for Fraternity & Sorority Life at the University of Minnesota-Twin Cities. He previously served as the Assistant Director of Fraternity & Sorority Life at the University of Washington and as both a leadership consultant and associate director of leadership development for Sigma Nu Fraternity, Inc. He resides in Minneapolis with his wife and daughter.

Allison Foster
Alpha Chi Omega Fraternity

For the past eleven years Allison Foster has served in professional and volunteer capacities within the fraternal community on campuses and within a variety of organizations. She now serves in a new role as an Advancement Officer for the Alpha Chi Omega Fraternity Foundation, prior to this she served as the Director of Student Leadership & Civic Engagement at Nova Southeastern University; previously she served in other professional roles including at Alpha Chi Omega Fraternity and Florida International University.

Leslie Merritt
Middle Tennessee State University

Leslie currently serves as the Director of Fraternity and Sorority Life at Middle Tennessee State University. After graduating with her Master Degree in Higher Education and Administration from MTSU in 2008, she held various positions at Kappa Delta National Headquarters over 6 years prior to returning to her alma mater.

AUTHORS

Ashlee Canty
Zeta Phi Beta Sorority, Inc.

Ashlee Canty is a native of Winston Salem, NC and a member of Zeta Phi Beta Sorority Inc. She currently serves as the Director of Diversity and Inclusion for Sigma Alpha Epsilon Fraternity. Ashlee is responsible for overseeing the development, promotion and implementation of strategies that lead to enhanced diversity and inclusion within the organization.

Cat Sohor
Delta Chi International Fraternity

Cat Sohor is the Director of Education & Leadership Programs for the Delta Chi International Fraternity and is a member of Theta Phi Alpha Fraternity. She has over ten years of experience in higher education and serves as a volunteer for several men's fraternities.

ATLANTA GEORGIA

2017 AFA ANNUAL MEETING

NOVEMBER 29 — DECEMBER 2

MARRIOTT MARQUIS